



World History I

Item Specifications

Grades 6-8

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

NOTE: These resources are currently organized by strand: History: *Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures.*

However, when working with these documents for curriculum development, many educators have found organizing the Item Specifications by theme to be more useful: *Early Civilizations, Classical Civilizations, Middle Ages.* Other educators have organized these Item Specifications by particular curriculum unit, whether the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach or is taught in an interdisciplinary manner.

Educators are encouraged to use and re-organize Item Specifications in the ways most productive to their specific goal.

World History I (Grades 6-8) Priority Standards

History: Continuity and Change (World History I prior to c. 1450)

World History I (Grades 6-8): Priority Standard		6-8.WH.1.CC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Create and use tools to analyze a chronological sequence of related events in World History I.	
Expectation Unwrapped Students will use or create various types of timelines, diagrams, and primary sources to analyze events in World History I. This could include placing events in their chronological order and/or using primary source material to identify cause-and-effect relationships between related events.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include but is not limited to: <ul style="list-style-type: none">• Chronology and/or cause-and-effect relationships related to major events in World History I prior to 1450, including the civilizations of Greece, Rome, China, Mesopotamia, Egypt, Indus River Valley, Africa, and South America Assessment must include a content standard (s), a prompt, and tools should focus on chronological reasoning.		Sample Stems <ul style="list-style-type: none">• Use the provided timeline to determine the best title for the events listed.• Which of the following events should be added to the timeline? Justify your reasoning with evidence from the texts and what you have learned in this course/unit.• Looking at the chart, which event had the largest impact on population? Justify your reasoning with evidence from the texts and what you have learned in this course/unit.• Which event listed on the timeline had the greatest impact on the Inca Empire? Why? Cite evidence to support your response.
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Priority Standard		6-8.WH.1.CC.B	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Explain connections between historical context and peoples’ perspectives at the time in World History I.		
Expectation Unwrapped With teacher assistance, the student will select and investigate a historical event/issue and perspectives of people of that time. The student will explain people’s perspectives and how they changed over time in relation to historical events, ideas, geography, and technological advances.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Content may include, but is not limited to, people’s perspectives on issues such as: <ul style="list-style-type: none">• military conquests• slavery• gender roles in society• religion• government• colonization Be sure to include multiple perspectives and require contextual thinking in learning and assessment.		Sample Stems <ul style="list-style-type: none">• In the context of this passage, this statement ____ represents which point of view?• How do the two provided texts contradict each other?• On what events do the two provided text agree? Cite evidence to support your response.• Text A was most likely written by... My evidence is...	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Priority Standard		6-8.WH.1.CC.C
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning. 	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of World History I prior to c.1450 to a contemporary issue.	
Expectation Unwrapped With assistance throughout the process: The student will identify an aspect of World History I to compare to a contemporary issue. The student will then hypothesize how that historical issue is related to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how the issues are connected. This could address political, environmental, socioeconomic, and/or cultural issues.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Topics may include, but are not limited to: <ul style="list-style-type: none"> • irrigation of crops, roles in society, laws and individual rights, the dissemination of ideas, changing gender roles and gender identity, transition or succession of power, role of the arts in supporting or challenging politics; religion; social order; environmental destruction; military tactics and weaponry, etc. Suggested assessment includes, but is not limited to: <ul style="list-style-type: none"> • Students selecting appropriate resources from a variety of provided resources, given a specific topic • Students completing a provided outline or graphic organizer over a research plan • In a classroom setting, students selecting from a variety of products, choosing which is most appropriate for their final product, such as a shadow box, a model, a poster, a website, a written report, etc. 		Sample Stems <ul style="list-style-type: none"> • Which of the following would be the best resource for researching feudalism in France? Cite evidence to support your response. • If you were comparing the spread of the bubonic plague to the spread of COVID-19, maps from what two time periods would be most helpful? • What step is missing from the following research plan?
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Priority Standard		6-8.WH.1.CC.D	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Using an inquiry lens, develop compelling questions about World History I prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources.		
Expectation Unwrapped The student will demonstrate curiosity by developing a compelling (open-ended question with no one right answer and of high interest to students) question regarding World History I prior to c. 1450. To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.		DOK Ceiling – 3	
		Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Examples of compelling questions may include, but are not be limited to, questions, such as: <ul style="list-style-type: none">• Why do different people see the same situation differently?• What role did religion play in the development of Rome?• How does the role of religion in ancient China and compare with that of ancient India? Assessment should occur in the context of unit content, not as a separate assessment divorced from meaningful content.		Sample Stems <ul style="list-style-type: none">• After reading the passage, what question do you think the passage was trying to answer? What other resources could you use to answer the question?• After analyzing the author’s claim, what would be a question the reader may ask next?• You are researching _____. Which sources would help you the most with your research? Explain your reasoning for choosing these sources.	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Priority Standard		6-8.WH.1.CC.E	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Analyze the causes and consequences of a specific problem in World History I prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.		
Expectation Unwrapped Considering a specific world-history issue prior to c. 1450, the student will identify causes and consequences, and note contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to: governments and/or their agencies, individuals, private groups, etc.		DOK Ceiling – 3	
		Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Examples may include, but are not limited to: <ul style="list-style-type: none">• How to find a faster trade route to India from Europe?• How to defend against technologically superior civilizations?• How to build a monument that will last for centuries?• How do population changes impact a community?		Sample Stems <ul style="list-style-type: none">• How did the population changes after the Black Death create challenges? Opportunities?• How did the spread of Christianity impact non-Christian cultures?• How did the increase in trade negatively impact society? How was it positive? Cite evidence to support your response.	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

Government Systems and Principles (World History I prior to c. 1450)

World History I (Grades 6-8): Priority Standard		6-8.WH.1.GS.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.	
Strand MLS	Government Systems and Principles (World History I prior to c. 1450) Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in World History I prior to c. 1450.	
Expectation Unwrapped The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, using a World History I (prior to c. 1450) perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content for assessment may include, but is not limited to, analyzing how the following documents impacted individuals: <ul style="list-style-type: none">• Vedas, c. 600 BCE• Torah, Pentateuch• Code of Hammurabi, 1754 BCE• Twelve Tables of Rome, 451 BCE• Magna Carta, AD. 1215		Sample Stems Use a prompt listing examples from specific laws or documents. <ul style="list-style-type: none">• The provided laws would have the greatest impact on what group of people? Cite evidence to support your response.• Which of the following groups would be in support of the listed laws? Justify your response with evidence from the texts.• List two ways the two sets of laws are similar.
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Geographic Study (World History I prior to c. 1450)

World History I (Grades 6-8): Priority Standard		6-8.WH.1.G.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.	
Strand MLS	Geographic Study (World History I prior to c. 1450) Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in World History I prior to c.1450.	
<u>Expectation Unwrapped</u> The student will define and differentiate purpose(s) among various maps and graphic representations. The student will also define and differentiate between patterns and trends. The student will create and use maps and other graphic representations to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Examples may include, but are not limited to, creating (with a stimulus) or using maps of: <ul style="list-style-type: none">• Jewish Diaspora across various empires• Expansion of Christianity and the Roman Empire• Spread of Islam and cultural exchanges• Cultural diffusion and the Silk Road• Trade routes and the spread of the Bubonic Plague• Pangea and the dispersion of indigenous peoples		<u>Sample Stems</u> <ul style="list-style-type: none">• After analyzing the map of trade routes in the 1300s, explain how the bubonic plague migrated to Europe from the Far East.• Use the map illustrating the Spread of Islam to explain cultural exchanges. Use specific examples to support your response.• Which of the following was an example of the cultural exchanges credited to the trade routes illustrated on the map?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.		

World History I (Grades 6-8): Priority Standard		6-8.WH.1.G.B	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	Geographic Study (World History I prior to c. 1450) Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.		
Expectation Unwrapped The student will describe the impact of human settlement activities (such as finding shelter, food, and water) on the environmental and cultural characteristics (e.g., clothing, music, art, and religion) of world regions prior to c. 1450.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Content may include, but is not limited to, describing human settlement activities and how they impact the environment and culture: <ul style="list-style-type: none">• Growing crops (types of crops, soil erosion, irrigation systems)• Domesticating animals (types of animals led to types of clothing, food, etc.)• Creating irrigation systems (could alter transportation, rivers could be changed, etc.)• Building of roads (controlled human migration patterns, trade, travel)		Sample Stems <ul style="list-style-type: none">• In what ways did the harvesting of papyrus from the Nile impact early Egyptian civilization? Use text evidence to support your response.• The early Egyptians created calendars to track the flooding of the Nile. Why was it critical to track flood patterns?• How did the invention of concrete help Romans alter their environment? Use specific examples in your response.• The establishment of a road system allowed the Romans to do which of the following?• The building of aqueducts allowed the Romans to....	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.			

World History I (Grades 6-8): Priority Standard		6-8.WH.1.G.C	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	Geographic Study (World History I prior to c. 1450) Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world.		
Expectation Unwrapped The student will locate major cities of the world and key world nations, the world’s continents and oceans, and major topographical features (e.g., mountains, bodies of water) of the world prior to c. 1450.		DOK Ceiling – 1	
Content Limits/Assessment Boundaries Content may include, but is not limited to: <ul style="list-style-type: none">• Cities of Rome, Athens, Paris, London, Constantinople, Jerusalem, Cairo• Nations of the ancient world• Nile River, Amazon River, Tigris River, Euphrates River, Indus River, Yellow River, etc.		Item Format Selected Response, Technology Enhanced	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.		Sample Stems <ul style="list-style-type: none">• Analyze the map to determine common geographical features of the earliest civilizations.• Using the map of the crusades, which of the crusade routes illustrated had Jerusalem as a final destination?• Use the map determine why the Third Crusade did not stop in Rome. Explain your thinking with details from the map.	

Economic Concepts (World History I prior to c. 1450)

World History I (Grades 6-8): Priority Standard		6-8.WH.1.EC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counterclaims to address their questions. • Take informed action based on their learning. 	
Strand MLS	Economic Concepts (World History I prior to c. 1450) Using a World History I lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will use a world-history lens to examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) and benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals prior to c. 1450.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Costs should be considered in terms of more than just economic (e.g., loss of life, health, or freedom). Benefits could be options, self-rule, and advancement in society and/or freedom. Economic decisions may include but not limited to: <ul style="list-style-type: none"> • Expanding trade routes • Conquering other societies, civilizations, tribes, and/or cities and countries • Building monuments such as the Great Pyramid • Switching to a coin-based economy • Valuing or devaluing currency 		<ul style="list-style-type: none"> • Which of the following was a benefit of the Romans setting price controls? • Which of the following was a cost of building the Great Pyramids? • List one cost and one benefit of expanding trade along the Silk Road. Cite evidence from the texts and images to support your response.
<u>Stimulus Materials</u>		
Primary and/or secondary sources in print and/or electronic format, such as maps, artifacts (e.g., ancient coins, beads, and shells used for trading), timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

People, Groups, and Cultures (World History I prior to c. 1450)

World History I (Grades 6-8): Priority Standard		6-8.WH.1.PC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Using a World History I lens, describe how peoples’ perspectives shaped the sources/artifacts they created.	
Expectation Unwrapped The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people’s point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.		DOK Ceiling – 3
Content Limits/Assessment Boundaries Content may include, but is not limited to: <ul style="list-style-type: none">• People’s perspective was influenced by social stratification, geography, climate, religion, government, and economics, etc.• Sources/artifacts created include jewelry, art, cooking utensils, tools, pottery, religious symbols, clothing, etc.• Perspective also influenced the creation of primary sources. Two primary sources may have conflicting points of view about the same event.		Item Format Selected Response, Constructed Response, Technology Enhanced
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, artifacts (e.g., ancient coins, beads, and shells used for trading), timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		Sample Stems <ul style="list-style-type: none">• How do the sources provided represent Zeus? Why would these sources vary in their portrayal of the Greek god?• Look at the examples of pottery created during the same time period. Why would these examples be different? Explain your answer using evidence from the materials studied in this unit.

World History I (Grades 6-8): Priority Standard		6-8.WH.1.PC.B	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counterclaims to address their questions.• Take informed action based on their learning.		
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Using a World History I lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.		
Expectation Unwrapped The student will define and describe the terms social structures and stratification. Then, the student will use a World History I lens to examine the origins and impact of social structures and stratification (the state of being divided into social classes) on societies and relationships between peoples.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Content may include, but is not limited to: <ul style="list-style-type: none">• Priests• Royalty• Caste system• Feudal system• Slaves, servants, indentured servants• Gender roles• Age roles• How traditions of earlier societies are passed onto later societies.		Sample Stems <ul style="list-style-type: none">• In what ways did the examples provided of Hammurabi’s Code help enforce the social structure of Babylon?• In ancient Greece, women could not attend public assemblies, vote, or hold public office. How did these rules/laws/traditions impact women’s roles in later societies?• What is the difference between social structures and stratification? Provide an example that illustrates how these concepts are different but related.	
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, artifacts (e.g., ancient coins, beads, and shells used for trading), timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8) Content Standards

History: Continuity and Change (World History I prior to c. 1450)

World History I (Grades 6-8): Content Standard		6-8.WH.2.CC.A
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.	
<u>Expectation Unwrapped</u> The student will define and describe the terms Agricultural Revolution and complex society. The student will explain the causes of the Agricultural Revolution and its effects on the development of new and more complex societies in Asia, Africa, and the Americas.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content could include, but is not limited to, the causes and effects of: <ul style="list-style-type: none">• Animal domestication• Propagation of crops• Water systems• Government and law• Development of towns and cities• Permanent housing• Roles of men, women, and children		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none">• Based on the information in the text, what role did animal domestication play in creating permanent societies?• Explain why it was necessary for a system of laws to develop across a society.• How did permanent housing change the role of women in early societies? Use evidence from the texts to support your response.

World History I (Grades 6-8): Content Standard		6-8.WH.2.CC.B
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand	History: Continuity and Change (World History I prior to c. 1450)	
MLS	Analyze the role early civilizations had in shaping concepts of government, law, and social order.	
<u>Expectation Unwrapped</u> The student will define and describe the terms government, law, and social order. Within the context of two or more early civilizations, the student will analyze the role each early civilization had in shaping concepts of government, law, and social order. The student will provide specific examples of the type of government, the related laws, and social order.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content could include, but is not limited to, the development of: <ul style="list-style-type: none"> • Settlements, towns, city-states, and cities • Government and its laws • Permanent housing • Roles of men, women, and children • Impact of laws and rules on later societies 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • Why was the creation of rules and laws necessary in early societies? • How did Hammurabi’s code of laws influence other early systems of laws? • How did laws create specific roles for women? • Provide one example from the text demonstrating how laws reinforced the social order of the time.

World History I (Grades 6-8): Content Standard		6-8.WH.3.CC.A
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Analyze the rise and fall of classical civilizations to determine their significance to future societies.	
<u>Expectation Unwrapped</u> The student will define, describe, and provide examples of classical civilizations. The student will also examine the factors that contributed to the rise and fall of each classical civilization. Then, with justification, the student will define their legacies. Finally, the student will determine the significant contributions of classical civilizations and those utilized by future societies.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Greece legacy and foundation for democracy, medicine, architecture, culture, etc.• Roman contributions to the republican form of government; engineering; architecture; etc.• Mathematical contributions of Egypt, Islamic scholars, and Greeks• China’s and India’s contributions to technology and science• How religious customs, beliefs, and traditions impact other cultural traditions		<u>Sample Stems</u> <ul style="list-style-type: none">• Looking at the provided photograph, what examples of classical architecture can you identify? Provide specific examples to support your response.• How do the traditions of Greek democracy and the Roman republic still influence modern government?• Give two examples of how Greek religion impacted Roman religion.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.CC.B
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	
<u>Expectation Unwrapped</u> The student will define and provide specific examples of conflict, competition, and cooperation, as each relates to the connections among classical civilizations. The student will examine and compare the positive and negative effects of conflicts, competition, and cooperation within and among classical civilizations.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, interactions between and among: <ul style="list-style-type: none">• Greece and Rome• Alexander the Great and Persians and/or Egyptians• Maya, Incas, and Aztecs• Europeans and East Asians (Japan and/or China) and/or Indians• Jews, Christians, and Muslims		<u>Sample Stems</u> <ul style="list-style-type: none">• According to the text, in what two ways did Europe and East Asia work together to establish trade routes?• Looking at the provided resources, give three examples of how Alexander the Great’s legacy continued after his death.• What role did religion play in the Crusades?• According to the text, what was the motivation for fighting over Jerusalem?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.CC.A
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	History: Continuity and Change (World History I prior to c. 1450)	
MLS	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	
<u>Expectation Unwrapped</u> The student will define and describe feudalism. With a focus on the factors of instability during the fall of Rome and early Japan, the student will compare and contrast the development of feudalism as a system of political organization in both Europe and Japan.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, comparing: <ul style="list-style-type: none"> • Collapse of empires in Japan and Europe • Rise of kingdoms and shogunates • Rise of societal hierarchy (power structure) • Impact of religious structures and religious tenets on the political system Content limit: This assessment should focus on feudalism in Europe and Japan.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • Explain how the lack of a centralized government helped create feudalism. • Which of the following was a benefit of the feudal system? Why? • What were the benefits of feudalism from the perspective of the peasants? From the perspective of the lords? Where do these perspectives overlap and where are they in opposition? • What benefits did feudalism provide that did not exist prior to its establishment? For whom? Cite evidence to support your response.

World History I (Grades 6-8): Content Standard		6-8.WH.4.CC.B	
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.		
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.		
<u>Expectation Unwrapped</u> The student will examine and define the origins and development of Muslim and Mongol control in Europe, Asia, and Africa. The student will explain the significance of the expansion of the Muslim and Mongol transcontinental empires affecting trade, religion, technology, and economies throughout Europe, Asia, and Africa.		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Mongol rule in Asia• Genghis Khan and his role in China• Ottoman Empire• Spread of Islam throughout the Middle East and into Africa		<u>Sample Stems</u> <ul style="list-style-type: none">• According to the passage, which of the following does the author claim was the most important legacy of the Mongol Empire? What evidence does the author provide to support this claim?• Using the provided map and your knowledge of the spread of Islam, which of the following statements best summarizes the rise of the Ottoman Empire?• Use the provided table of Chinese history and the text excerpt to determine the significance of Genghis Khan in China. Explain your thinking and cite evidence to support your response.	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.4.CC.C
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	History: Continuity and Change (World History I prior to c. 1450)	
MLS	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.	
<u>Expectation Unwrapped</u> Students will define and describe the terms Crusades and Black Death. Students will be able to analyze the impact of the Crusades and Black Death on societies in Europe, Asia, and Africa. Students will analyze the connection between the Crusades and Black Death and the resulting changes these events brought to societies in Europe, Asia, and Africa.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> • Crusades • Trade developing from the Crusades • How trade/travel led to the spread of the bubonic plague • Population changes due to the Crusades and the Black Death • Impact of population loss on culture and society • The emergence of the Renaissance 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • Use the population chart provided, determine how the Black Death impacted the population of Europe and Asia. Explain how these population changes may have impacted society. • In the passage, the author claims which of the following about the decline in population after the Black Death? • Using the maps showing the crusades and the spread of the Black Death, what conclusions can you make? Cite evidence to support your response. • Using the maps showing the Crusades and the spread of the Black Death, which of the following is true?

World History I (Grades 6-8): Content Standard		6-8.WH.4.CC.D
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand MLS	History: Continuity and Change (World History I prior to c. 1450) Analyze the cultures of civilizations in Sub-Saharan Africa, Mesoamerica, and Andean South America.	
<u>Expectation Unwrapped</u> The student will investigate various ancient cultures (e.g., Kush, Nubian, Aksum, Ethiopian, Aztec, Maya, and/or Incan) in order to build general understanding of each. Then, the student will analyze the continuity and change of civilizations (through c. 1450) in sub-Saharan Africa (Kush, Nubian, Aksum, Ethiopian), Mesoamerica (Aztec, Maya), and Andean South America (Inca).		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following for each of the civilizations: <ul style="list-style-type: none">• Government• Religion• Family structure• Roles of men, women, and children• Social Stratification• Economics• Military occupations		<u>Sample Stems</u> <ul style="list-style-type: none">• According to the provided passage, how did the roles of women vary in the two cultures?• Compare the religion of the Mayan with the religion of the Kush. Cite evidence to support your thinking.• How were family structures similar across sub-Saharan Africa? How were they different? Cite text evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

Governmental Systems and Principles (World History I prior to c. 1450)

World History I (Grades 6-8): Content Standard		6-8.WH.2.GS.A
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Explain the origins, functions, and structure of monarchies, theocracies, city- states, empires and dynasties.	
<u>Expectation Unwrapped</u> The student will explain purposes of different government systems. The student will focus on the development, purpose, and structure of monarchies (rule by one ruler, such as a king), theocracies (rule by religious leader), city-states (a state that has its own government and consists of a city and the area around it), empires (group of countries or regions that are controlled by one ruler or one government) and dynasties (families of rulers who rule over a country for a long period of time).		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> This is an introduction to these terms and concepts. Content may include, but is not limited to, explaining the development, purpose, and structure of: <ul style="list-style-type: none">• Monarchies (e.g., Mesopotamia, early Greece, etc.)• Theocracies (e.g., ancient Egypt)• City-states (e.g., Mesopotamia, early Greece, etc.)• Empires (e.g., Alexander the Great, ancient Rome, etc.)• Dynasties (e.g., ancient China, etc.)		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none">• Which of the following is an example of a theocracy?• Explain the benefits of a city-state. What were some of the drawbacks? Use text evidence to support your response.• Provide two examples of how the size of an empire can negatively impact the empire. Cite evidence to support your response.

World History I (Grades 6-8): Content Standard		6-8.WH.2.GS.B
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand	Governmental Systems and Principles (World History I prior to c. 1450)	
MLS	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.	
<u>Expectation Unwrapped</u> The student will define and explain the terms subjects, powers, and responsibilities. The student will differentiate between the powers (the ability to influence decision making) and responsibilities (duties or tasks that a person is required or expected to do) of political subjects and leaders. Focus will be on the roles of leaders and subjects in the following types of governments: monarchies (rule by one ruler such as a king), theocracies (rule by religious leader), city-states (a state that has its own government and consists of a city and the area around it), and empires (group of countries or regions that are controlled by one ruler or one government).		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The standard is focusing on the difference between the roles of the leader and the roles of the subjects in each form of the governments listed. Examples may include (but are not limited to) the differences between: <ul style="list-style-type: none">• King and peasant• Pharaoh and farmer• Priests and emperor• Governor and citizen		<u>Sample Stems</u> <ul style="list-style-type: none">• What are some of the responsibilities a king has to his subjects?• Provide an example of power a peasant has over his king?• In what ways can priests impact an empire? Provide at least two examples and cite evidence from the text to support your examples.• Ultimately, who actually holds the most power in each of these pairing? What evidence supports your answer?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.GS.C	
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.		
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Explain how the codification of law impacted early civilizations.		
<u>Expectation Unwrapped</u> The student will define and explain the term codification of law. The student will investigate two or more ancient civilizations, focusing on the role of written laws within each civilization. Using specific examples, the student will explain how the codification of law (collecting and recording laws into one source) influenced early civilizations.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the explaining how the following law codes influenced early civilizations: <ul style="list-style-type: none">• Vedas• Ten Commandments• Code of Hammurabi• Torah		<u>Sample Stems</u> <ul style="list-style-type: none">• Which is an example of codification of laws?• What would be a benefit of coded laws?• Explain the codification of laws during early Babylon. Cite text evidence to support your response.• Use a prompt listing examples from specific laws or documents<ul style="list-style-type: none">○ The provided laws would have the greatest impact on what group of people?○ Which of the following groups would be in support of the listed laws?○ List two ways the two sets of laws are similar.	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.3.GS.A
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Explain the origins, functions, and structure of governmental systems within classical civilizations.	
<u>Expectation Unwrapped</u> The student will define and explain the terms governmental systems and classical civilizations. The student will examine why different government systems began. Then, the student will investigate the purpose and structure of government systems in ancient Athens (direct-democracy), ancient Rome (republic) and ancient China (civil service). Finally, the student will explain how the founding, functions, and structure of governmental systems within ancient Athens and ancient Rome are related.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the explanation of the development, purpose, impact and structure of: <ul style="list-style-type: none">• Democracy in Athens• Republic in Rome• Civil Service in China		<u>Sample Stems</u> <ul style="list-style-type: none">• In the provided text, the author claims classical governments are represented in American government. What examples does the author provide?• How was government in ancient Greece and Rome similar? Cite text evidence to support your response.• Which of the following was a characteristic of China’s civil service?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.GS.B
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.	
<u>Expectation Unwrapped</u> The student will define and explain the terms direct democracy, representative democracy, majority rule, minority rights, and civic duty. The student will compare and contrast direct democracy and representative democracy. The student will analyze direct democracy (decisions made by citizens) and representative democracy (voting for representatives who make decisions) in order to apply the concepts of majority rule (the principle that the greater number should exercise greater power), minority rights (individual rights of anyone who is not part of a majority decision) and civic duty (action or responsibility expected of every member of a society).		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, analyzing democratic scenarios such as: <ul style="list-style-type: none">• Women’s, children’s, and slaves’ rights in ancient Greece and ancient Rome• Men’s role in ancient Greece and ancient Rome• Citizenship qualifications in ancient Greece and ancient Rome		<u>Sample Stems</u> <ul style="list-style-type: none">• In ancient Greece only citizens were allowed to vote, limiting citizenship to free men only. How would this impact majority rule and minority rights?• Which of the following is an example of civic duty in a direct democracy?• Matching terms to definitions - direct democracy, representative democracy, majority rule, minority rights, and civic duty• Explain how the following terms are related (direct democracy, representative democracy, majority rule, minority rights, and civic duty).
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.GS.C
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.	
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.	
<u>Expectation Unwrapped</u> The student will define and explain the terms rule of law, separation of powers, and checks and balances. The student will explain how the rule of law (the restriction of the exercise of power by using well-defined and established laws) developed from written codes of law. The student will also explain how separation of powers (an act of vesting the legislative, executive, and judicial powers of government in separate bodies) and checks and balances (ability of the branches of government to limit the powers of the others) developed from a written code of law.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the explanation of: <ul style="list-style-type: none">• How written law codes evolved into the rule of law• How separate branches of government, and the ability of those branches to keep power balanced developed from written laws• Comparing the structures of classical government systems to structures of modern systems of government		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain the rule of law and how it developed from written law codes.• In what ways do separation of powers and checks and balances help enforce the rule of law?• According to text excerpt, what is the author's claim about rule of law? Cite evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.GS.A
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	Governmental Systems and Principles (World History I prior to c. 1450)	
MLS	Explain the origins, functions, and structure of governmental systems within civilizations.	
<u>Expectation Unwrapped</u> The student will define and apply the terms governmental systems and civilizations. The student will investigate and explain why different government systems developed during the Middle Ages. The student will focus on the development, purpose, and structure of government systems during the Middle Ages (e.g., monarchies, feudalism, theocracies, and empires).		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the explanation of the development, purpose, and structure of: <ul style="list-style-type: none"> • Monarchy • Feudalism • Theocracy • Empires 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • Match the following examples with their definitions: monarchy, feudalism, theocracy. • Explain the role of the peasant in the feudal system. • After the fall of the Roman Empire, why did smaller kingdoms develop across Europe? Cite evidence to support your response. • According to the text, what was the benefit of theocracies in the Middle Ages? Cite at least two pieces of information to support your response.

World History I (Grades 6-8): Content Standard		6-8.WH.4.GS.B
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand MLS	Governmental Systems and Principles (World History I prior to c. 1450) Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.	
<u>Expectation Unwrapped</u> The student will define and explain the terms rule of law, Magna Carta, limited government, and due process. The student will investigate the historical context of the creation of the Magna Carta. Then, the student will explain how the rule of law (the restriction of the exercise of power by using well-defined and established laws), limited government (a system in which the primary leaders have very little governing powers over the decisions and laws that are created without approval from other branches or leaders within the government), and due process (the principle that an individual cannot be deprived of life, liberty, or property without appropriate legal procedures and safeguards) were further developed by the Magna Carta, and other documents.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">Comparing individual rights before and after the Magna CartaExamine how the Magna Carta restricted the power of government Assessment limits: Include a prompt, specifically about the Magna Carta.		<u>Sample Stems</u> <ul style="list-style-type: none">According to the passage, what examples did the author use to explain the importance of the Magna Carta?The author states that King John agreed to sign the charter, “under duress.” Why do you think King John was forced to agree with the charter? Cite evidence to support your response.According to the excerpt, what rights were granted? Why were those rights important enough to be specified? What problems were those rights identified to resolve?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.GS.C
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	Governmental Systems and Principles (World History I prior to c. 1450)	
MLS	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.	
<u>Expectation Unwrapped</u> The student will investigate conflict and cooperation among belief systems (e.g., Judaism, Christianity, Islam, polytheistic beliefs), as well as between belief systems and established states of the Middle Ages. The student will analyze the relationship between religious institutions and the states (nations, countries, territories) to determine their impact on people and societies.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, analyzing: <ul style="list-style-type: none"> • Belief systems: Judaism, Christianity, Islam, Buddhism, Confucianism, Taoism • Role the Church had on society in Europe and on exploration • Role Islam played in the Middle East and Africa • The role the Mandate of Heaven had on government • How the Crusades changed society 		<u>Sample Stems</u> <ul style="list-style-type: none"> • What role did religion play in the Crusades? • What evidence can you cite to support the premise that the Crusades were motivated primarily by politics rather than religion? • According to the text, what was the motivation for fighting over Jerusalem? Use evidence to support your response. • Compare and contrast how the Muslim and Christian countries approached the Black Death. Explain how these belief systems affected their responses and use evidence to support your explanation. • How did the expansion of the Muslim world affect Europe, south Asia and East Asia?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.		

Geographical Study (World History I prior to c. 1450)

World History I (Grades 6-8): Content Standard		6-8.WH.2.G.A
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	Geographical Study (World History I prior to c. 1450) Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.	
<u>Expectation Unwrapped</u> The student will investigate the physical characteristics of river valleys to understand the benefits and challenges of various topographic and environmental features on human settlements. The student will draw conclusions as to how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, early civilizations and physical characteristics in the following river valleys: <ul style="list-style-type: none">• Tigris and Euphrates Rivers• Nile River• Indus River• Yellow River		<u>Sample Stems</u> <ul style="list-style-type: none">• What natural resources allowed early civilizations to develop in river valleys?• Give two examples of early civilizations that developed in river valleys. Use evidence to explain why these developed in the geographic locations.• Using the provided topographical map of early river civilizations, what common physical characteristics do you notice?• How do the concepts of prosperity and protection reflect the successes and challenges experienced by each of these four river valley civilizations?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.G.B
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	Geographical Study (World History I prior to c. 1450) Analyze the cultural characteristics of civilizations to explain how they are similar and different.	
<u>Expectation Unwrapped</u> The student will define the term civilization. The student will then identify and define cultural characteristics as they pertain to civilizations. Using two or more early civilizations, the student will compare and contrast cultural characteristics (language, religion, cuisine, social habits, music and arts) of early civilizations to better understand how they are similar and unique.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, examining the cultural characteristics of early civilizations in the following river valleys: <ul style="list-style-type: none">• Tigris and Euphrates Rivers• Nile River• Indus River• Yellow River		<u>Sample Stems</u> <ul style="list-style-type: none">• According to the passage, what cultural elements did the ancient Egyptians “borrow” from Mesopotamia? Cite evidence to support your response.• In what ways were ancient river civilizations similar? In what ways did they differ?• In what ways did Sumerian religion influence later river valley religions? Use evidence from the texts and what you have learned in this unit/course to support your response.• Why was polytheism dominant in river valley civilizations? Use evidence to support your argument.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.G.C	
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.		
Strand MLS	Geographical Study (World History I prior to c. 1450) Explain how various characteristics of civilizations are connected to identities and cultures.		
<u>Expectation Unwrapped</u> The student will define and explain the terms civilizations, identities, and cultures. The student will investigate two or more civilizations, focusing on the role of identity and culture. Then, the student will explain how various characteristics of civilizations (cities, government, religion, social structure, writing, art, etc.) are connected to identities and cultures.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, examining the cultural characteristics of early civilizations in the following river valleys: <ul style="list-style-type: none">• Tigris and Euphrates Rivers• Nile River• Indus River• Yellow River		<u>Sample Stems</u> <ul style="list-style-type: none">• According to the passage, what elements of Ancient Egyptian characterizes did people consider as part of their identity?• If you wanted to describe people from an ancient civilization without using their location or name, what characteristics would you use?• Using the passage, what ancient culture is the author describing? How do you know?	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.3.G.A
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Geographical Study (World History I prior to c. 1450) Explain the significance of physical geography to the development of classical civilizations.	
<u>Expectation Unwrapped</u> The student will define and provide examples of the terms physical geography and classical civilizations. Within the context of selected classical civilizations, the student will explain the significance of physical geography to the development of the selected classical civilizations (ancient Greece, ancient Rome, and ancient China).		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the use of maps to explain the geography of: <ul style="list-style-type: none">• Ancient Greece• Ancient Rome• Ancient China Assessment boundary: Assessment of this standard should include a prompt.		<u>Sample Stems</u> <ul style="list-style-type: none">• Which physical feature contributed to ____ in (Ancient Greece, Rome, etc.)?• Using the map of Ancient Greece, what role did geography play in the establishment of fishing and farming? Use specific examples from the map to support your response.• What physical characteristics allowed Rome to become a permanent civilization? Use evidence from the texts and maps to support your response.• In what ways did geography help or hurt classical civilizations?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.G.B
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Geographical Study (World History I prior to c. 1450) Identify the effect of natural forces upon human activities.	
<u>Expectation Unwrapped</u> The student will define and explain the terms natural forces and human activities. The student will investigate at least one classical civilization and the consequences of a natural force upon human activities. The student will summarize the effect of natural forces upon human activities.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the effects of the following on human activities during the classical civilization period: <ul style="list-style-type: none">• Flooding• Volcanoes• Drought• Climate• Tsunamis• Earthquakes• Erosion and soil depletion		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain how natural elements impacted the Greek city of Helike. Use evidence to support your thinking.• Explain the impact of Mount Vesuvius on Pompeii and Herculaneum.• Use examples from the passage to explain the role droughts played in classical civilizations. Use at least two pieces of evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.G.A
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand MLS	Geographical Study (World History I prior to c. 1450) Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.	
<u>Expectation Unwrapped</u> The student will define and provide examples of the terms cultural patterns and economic decisions. The student investigates at least one historical example of cultural diffusion and explains how the spread of cultural patterns helped shape and was shaped by the environment. Finally, the students will explain how economic decisions helped to shape and were shaped by the environment.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• The Silk Road• Trade routes• Shipping• Architecture		<u>Sample Stems</u> <ul style="list-style-type: none">• Which is an example of an economic decision?• Which is an example of a cultural pattern?• (Teacher may provide research options.) Choose a topic to research (from the list provided). Explain how cultural diffusion affected the environment and was affected by environment. Cite evidence from the texts and what you have learned in this unit/course to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.G.B
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	Geographical Study (World History I prior to c. 1450)	
MLS	Explain how physical geographic characteristics influence human identities and cultures.	
<u>Expectation Unwrapped</u> The student will define and describe the terms physical geographic characteristics, human identities, and cultures. The student will investigate at least one settlement or civilization and the role of geography in the development of the settlement/civilization. Then, the student will draw conclusions about the influence of geography upon human identity and culture.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, examining how aspects of different cultures were shaped by the environment: <ul style="list-style-type: none"> • Housing • Occupations • Language • Artwork • Clothing • Tools • Instruments • Food 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • Which is an example of physical geography? • Which is an example of human identity? • What is culture? Use at least one example to support your response, including evidence from the text set. • Compare and contrast the housing of peasants in England and Italy during the Middle Ages. Explain the role geography played in these differences. • Explain how occupations in a region vary based on geography and the environment. What evidence do you have to support your response?

Economic Concepts (World History I prior to c. 1450)

World History I (Grades 6-8): Content Standard		6-8.WH.2.EC.A
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	Economic Concepts (World History I prior to c. 1450) Using a World History I lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.	
<u>Expectation Unwrapped</u> The student will define and apply the terms economic surplus, trade, and specialized labor. Focusing on trade and specialization, the student will investigate at least one civilization. Then, the student will explain how economic surplus (something that remains above what is used or needed) led to trade and the emergence of specialized labor (such as making pottery, weaving, growing crops).		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Increased demand as specialized products improved in quality• Excess supply allowing civilizations to trade with one another Assessment boundaries: Focus on the early river-valley civilizations.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none">• Which would be an example of an economic surplus? Explain your reasoning.• Which is an example of specialized labor? Explain your reasoning?• Explain and provide examples of how trade increased demand for certain products and led to specialized labor.• Which of the following increased the demand for pottery? Explain how this demand led to people who were specializing in creating pottery.

World History I (Grades 6-8): Content Standard		6-8.WH.2.EC.B	
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.		
Strand MLS	Economic Concepts (World History I prior to c. 1450) Explain how standardization affects the early stability of a society.		
<u>Expectation Unwrapped</u> The student will define and explain the term standardization. Focusing on economic standardization, the student will investigate an early civilization and draw conclusions as to how standardization (such as currency, weights, and measures) affects the early stability (ability to remain unchanged over time) of a society.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">Standardized currency, weights, and measures for tradeStandard currency for wages and labor		<u>Sample Stems</u> <ul style="list-style-type: none">Explain the importance of a standardized system of weight. What role did that standardized system play in early civilizations? Use examples and evidence to support your response.Analyze the need for currency to be standardized. What happens if there is no set value for currency?The drachma was a silver coin used in ancient Greece. One drachma was valued at a handful of arrows. Why was it important to establish the worth of one drachma?	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.3.EC.A
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Economic Concepts (World History I prior to c. 1450) Describe trade patterns and how they influence the movement of resources, goods and services.	
<u>Expectation Unwrapped</u> Within the context of trade in classical civilizations, the student will define and describe the terms resources, goods, and services. Then, the student will describe trade patterns (what goods and services a country trades, with whom, and in what direction) of at least one classical civilization and how the trade patterns influenced the movement of resources, goods, and services.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Ancient Greek, Roman, and/or Chinese trade routes, traded goods and services, maps of trade, natural resources Assessment boundaries: Focus on ancient Greece, Rome, and China.		<u>Sample Stems</u> <ul style="list-style-type: none">• Which is an example of a good?• Which is an example of a service?• Looking at the provided map illustrating the exchange of goods in ancient Greece, explain the trade pattern established for wheat in ancient Greece. Use specific examples from the map to support your explanation.• Explain the movement of silk from China using the Silk Roads. What goods were demanded by the Chinese in exchange for their silk? How did this establish trade patterns? Cite text evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.EC.B	
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.		
Strand MLS	Economic Concepts (World History I prior to c. 1450) Explain how standardization impacts the stability of a civilization.		
<u>Expectation Unwrapped</u> The student will define and explain the term standardization. Focusing on economic standardization, the student will investigate a classical civilization and draw conclusions as to how standardization (such as currency, weights, and measures) affects the early stability (ability to remain unchanged over time) of a society.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Taxes, tariffs, currency• Roman currency• Qin Shihuangdi and the Qin Dynasty• As trade routes grew, needed standard measurement for weighing goods Assessment boundaries: Focus on standardization in ancient Greece, Rome, and China.		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain the importance of a standardized system of weight. What role did that standardized system play in early civilizations? Use specific examples from at least two civilizations we have studied to support your response.• Analyze the need for currency to be standardized. What happens if there is no set value for currency?• The drachma was a silver coin used in ancient Greece. One drachma was valued at a handful of arrows. Why was it important to establish the worth of one drachma?	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.3.EC.C
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	Economic Concepts (World History I prior to c. 1450) Explain how political and economic stability affects the well-being of individuals and society.	
<u>Expectation Unwrapped</u> The student will describe and differentiate between political stability and economic stability. Focusing on political and economic systems, the student will investigate at least one classical civilization (ancient Greece or ancient Rome) to determine what factors contribute to and/or deter the well-being of individuals and society. Then, the student will describe how political stability and economic stability (stable prices and sustainable growth) affect the well-being of individuals and society.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may contain, but is not limited to: Case studies: Greece, Rome, Byzantium, Persia, Qin/Han China, Gupta India Political stability: <ul style="list-style-type: none">• Individual safety and security• Consistent laws and expectations• Consistent enforcement of laws Strong infrastructure Economic stability: <ul style="list-style-type: none">• Consistence in sources of wealth• Steady income• Consistent supply of goods		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain the connection between political stability and the well-being of individuals. Be sure to include examples from Classical Civilizations.• What can you infer about the economic stability of the Persian Empire from the information in the text?• Explain the relationship between political and economic stability and the well-being of individuals and society. Use evidence from the texts and what you have learned in this unit to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.EC.A	
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.		
Strand MLS	Economic Concepts (World History I prior to c. 1450) Explain how inter-regional trade intensified the exchange of goods, ideas and people.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
The student will define and describe the terms interregional trade, goods, and ideas. The student will select a region of focus during the Middle Ages and investigate its trade networks. Using these findings, the student will explain how interregional (trans-Saharan, Silk Road routes, Indian Ocean networks) trade intensified the exchange of goods, ideas, and people.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to: <ul style="list-style-type: none">• Spread of religions (Christianity, Islam, Buddhism)• Spread of ideas (medicine, technology, political ideas)• Spread of people (migrations, slavery, trade routes)		<ul style="list-style-type: none">• Explain how trade and commerce impacted the spread of Islam. Use evidence from the texts to support your response.• How did Rome’s expansion of its empire help spread Christianity? How did trade continue to spread these ideas even after the fall of the Empire?• The author of the text states most cultures around the world have their own version of the “Cinderella” story. Explain the role of trade in the spread of folk tales and stories.	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

People, Groups, and Cultures (World History I prior to c. 1450)

World History I (Grades 6-8): Content Standard		6-8.WH.2.PC.A
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	
<u>Expectation Unwrapped</u> The student will define and provide examples of the terms monotheistic religions, polytheistic religions, social order, and political order. The student will select and investigate at least one civilization that practiced monotheism and one that practiced polytheism. Within the context of the belief system practices, the student will compare and contrast the social and political order of the civilization. Using these findings, the student will draw conclusions about the significance of monotheistic (one god) and polytheistic (multiple gods) religions to the social and political order of early civilizations.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Progression of religions (e.g., polytheistic into Judaism)• Interactions between nations of different beliefs (e.g., Egypt and the Jews)• Social structures including priests and religious leaders• Relationship between political and belief systems in an early civilization (Mesopotamia, ancient Egypt, Indus River Valley, etc.)		<u>Sample Stems</u> <ul style="list-style-type: none">• Using the provided codes of Hammurabi, what can you infer about the role of religious leaders in Babylon? What evidence do you have to support your response?• Using the provided text, what connections can you make between the role of religious leaders and politics in ancient Egypt? Cite text evidence to support your thinking.• Create a diagram illustrating the role of religious leaders in early civilizations. What evidence do you have to support your diagram?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.PC.B
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.	
<u>Expectation Unwrapped</u> The student will investigate the origins of Judaism, Hinduism, and Buddhism. The student will examine the structure of Judaism, Hinduism, and Buddhism. Finally, the student will explain the beliefs of Judaism, Hinduism, and Buddhism.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include but is not limited to: <ul style="list-style-type: none">• Primary source readings such as the Ten Commandments, the Torah, Buddha’s teachings, and the Vedas• Compare and contrast the religions Assessment boundaries: <ul style="list-style-type: none">• Focus should be on Judaism, Hinduism, and Buddhism. Assessment should include a prompt and diverse, complex primary sources.		<u>Sample Stems</u> <ul style="list-style-type: none">• Using at the provided religious passages, what similarities do you see in the readings. Why do you think these similarities came to be?• Looking at the provided essential beliefs of Hinduism and Buddhism, compare and contrast the two religions.• Explain how the spread of Hinduism and Buddhism impacted the Far East. Use text evidence to support your explanation.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.PC.C
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	
<u>Expectation Unwrapped</u> The student will define and describe the terms social groups, institutions, and culture. The student will select at least two early civilizations and research their social groups and institutions, in order to determine their world view (a particular philosophy of life or conception of the world). The student will use these findings to determine the influence of social groups and institutions on the greater culture. Then, the student will describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, fated positions in society, such as: <ul style="list-style-type: none">• Caste systems• Roles of men, women, and/or children• Slave and master• Political leaders and civilians• Underrepresented groups within a majority population based on ethnicity, religion/belief systems, culture, etc.		<u>Sample Stems</u> <ul style="list-style-type: none">• Which example below represents the concept of culture? Cite evidence to support your response.• Which is an example of social groups? Cite evidence to support your response.• Define culture and provide at least one example of it in the context of _____. Use what you have learned and text evidence to support your definition and example.• Select two civilizations. Use the text set to research their social groups, focusing on how the groups view the world. Describe how these worldviews influence the greater culture. What evidence do you have to support your response?• Select two roles in the (social group or institution). Using the text set and your knowledge of social studies, describe the worldview of each. Cite evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.2.PC.D
Theme	Early Civilizations The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.	
Strand	People, Groups, and Cultures (World History I prior to c. 1450)	
MLS	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	
<u>Expectation Unwrapped</u> The student will define the terms scientific advancements, technological advancements, intellectual advancements, artistic advancements, and legacy. The student will select and investigate at least two ancient civilizations, focusing on the various advancements of each, and providing multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of each civilization.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> Architectural and engineering examples: Ziggurats, Great Pyramids at Giza, the Hanging Gardens of Babylon, planned cities such as Mohenjo-Daro, etc. Technological advances such as wheels, boats, transportation, architecture Establishment of laws, governments, religions Calendars, time, dates, counting systems, alphabets, languages Paintings, sculptures, stories, etc. Standardization systems (e.g., money in China, etc.) 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which statement below distinguishes a scientific advancement from a technological advancement? Match the type of advancement to the correct example. What is the legacy of the ____ civilization? Provide at least three different types of advancements in your explanation. Use text evidence and what you have learned to support your response. Select two civilizations. Compare and contrast at least two different advancements of each. Explain how these advancements reflect the legacy of each civilization. What evidence do you have to support your response?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.PC.A
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.	
Expectation Unwrapped The student will define the terms art, mythology, literature, philosophy, culture, and social order. The student will investigate at least two classical civilizations and identify examples of art, mythology, literature, and philosophy of each. The student will also describe the culture and social order of the civilizations. Finally, the student will draw conclusions about the role of art, mythology, literature, and philosophy within the context of culture and social order.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, determining how the following shaped the culture of a society: <ul style="list-style-type: none">• Writings and philosophies of Socrates, Aristotle, and other ancient philosophers• Mythology of Greece and Rome• Art, architecture, literature, pottery• Homer, <i>The Iliad</i>, <i>The Odyssey</i>, etc.		Sample Stems <ul style="list-style-type: none">• Which is an example of (art, mythology, literature, philosophy, culture, and social order)?• How does culture contribute to social order in society?• Provide two examples of how ancient Greeks and Romans used mythology to explain the world around them. What evidence do you have to support your response?• Using the text by Aristotle, what was his view about women? How do you think his views helped create the social order of ancient Greece? How do you think these traditions continued long after his death? Cite evidence to support your response.
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.PC.B
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	
<u>Expectation Unwrapped</u> The student will define the terms scientific advancements, technological advancements, intellectual advancements, artistic advancements, and legacy. The student will select and investigate at least two classical civilizations, focusing on the various advancements of each and providing multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of each civilization.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Architecture/engineering: Parthenon, the Colosseum, aqueducts, statue of Zeus at Olympia, Greece, Temple of Artemis at Ephesus, Pantheon, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse at Alexandria, etc.• Art: statues, paintings, textiles• Philosophers: Socrates, Aristotle, etc.• Writings: Homer• Mythologies, stories, and legends		<u>Sample Stems</u> <ul style="list-style-type: none">• How do religious traditions established in classical societies still impact world religions today? Cite evidence to support your response.• Which of the following do you believe was the greatest contribution to government during the classical ages?• Which is an example of a/an (scientific advancements, technological advancements, intellectual advancements, artistic advancements, and legacy)?• According to the article, which of the following was the biggest technological advancement of the classical ages? Cite evidence to support your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.PC.C
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Analyze the extent and impact of cultural diffusion that results from empire building.	
<u>Expectation Unwrapped</u> The student will define and describe the term cultural diffusion. The student will investigate at least one classical-period empire and the ways in which the empire was built. The student will also use the findings to draw conclusions about the role of cultural diffusion within the empire while it was being built.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Empires: Alexander the Great, Roman Empire, Chinese dynasties, etc.• Spread of democratic, representative, and other government systems• Spread of religions• Spread of stories and other legends• Social structures• Games• Art• Architecture		<u>Sample Stems</u> <ul style="list-style-type: none">• Which is an example of cultural diffusion?• Explain how trade and commerce impacted the spread of Islam. Use text evidence to support your thinking.• How did Rome’s expansion of its empire help spread Christianity?• The author of the text states most cultures around the world have their own version of the “Cinderella” story. Explain how this could be possible.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.3.PC.D
Theme	Classical Civilizations The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.	
<u>Expectation Unwrapped</u> The student will investigate the history of Christianity. Research will focus on its founding (Jesus, believers), structure (early Catholic Church and later Protestant churches), spread (conversion and growth), and core beliefs (Jesus as Savior, believers from all walks of life, etc.). The student will describe the relationship between the development of Christianity and the core beliefs.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• The evolution of Christianity into “The Church”• Roman reactions to Christianity• Spread of Christianity outside Roman Empire: syncretism• Origins in Judaism		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain the connection between Judaism and Christianity. What evidence do you have to support your response?• Which is a core belief of Christianity?• In what ways did the people of Rome change their beliefs about Christianity? Cite evidence to support your response.• “The Church” of the Middle Ages is known today as...
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.PC.A
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.	
<u>Expectation Unwrapped</u> The student will define the terms scientific advancements, technological advancements, intellectual advancements, artistic advancements, and legacy. The student will select and investigate the Middle Age societies of Europe, Africa, and Mesoamerica. The student will use the findings to identify the various advancements of each and will provide multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of societies in Europe, Africa, and Mesoamerica.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• African folktales, legends and stories• Music• Mayan calendar and counting systems• Religions (polytheism, Christianity, Islam, etc.)• Government systems• Art• Architecture• Transportation, trade, navigation, exploration• Literature		<u>Sample Stems</u> <ul style="list-style-type: none">• How do religious traditions established in the middle ages still impact world religions today?• Which of the following do you believe was the greatest contribution to architecture prior to 1450? Why? Cite evidence to support your response.• According to the article, which of the following was the biggest artistic advancement of the Middle Ages? Cite the text evidence that supports your response.
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.PC.B
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	People, Groups, and Cultures (World History I prior to c. 1450)	
MLS	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	
<u>Expectation Unwrapped</u> The student will investigate the history of Islam. Research will focus on its founding (Muhammad, believers), structure (God, prophets, messengers, etc.), spread (conversion and growth, Crusades), and core beliefs (Five Pillars, Qur'an, etc.). The student will describe the relationship between the development of Islam and the core beliefs. Students should also study the spread of Islamic empires and the impact on the worlds' religions.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limit to: <ul style="list-style-type: none">• The Qur'an• Spread of Islam• Reaction to Islam• The Five Pillars of Islam• The Crusades		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain how trade and commerce impacted the spread of Islam. Use text evidence to support your response.• Which of the following examples demonstrates the connection between Islam and the legal system in the Ottoman Empire?• In what ways is Islam similar to Christianity and Judaism? In what ways is Islam different from Christianity and Judaism?
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

World History I (Grades 6-8): Content Standard		6-8.WH.4.PC.C	
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.		
Strand MLS	People, Groups, and Cultures (World History I prior to c. 1450) Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
The student will define the terms social groups and institutions. The student will examine specific examples of individuals, social groups, and institutions of various regions during the Middle Ages. Within this historical context, the student will explain how the worldview of individuals, social groups, and institutions were affected by various regional interactions.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to: <ul style="list-style-type: none">• Spread of belief systems• Crusades• Trade• Conquering other nations• Expansion of technology		<ul style="list-style-type: none">• Explain how trade impacted the spread of Islam. Use evidence from the text set and what you have learned in this unit/course to support your response.• Muslims call which of the following religions “People of the Book”? Why?• From the reading, provide three examples of positive things the European crusaders brought back to Europe from the Middle East.• In what ways did countries encounter and then adopt technologies from other cultures?	
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories			

World History I (Grades 6-8): Content Standard		6-8.WH.4.PC.D
Theme	Middle Ages The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.	
Strand	People, Groups, and Cultures (World History I prior to c. 1450)	
MLS	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.	
<u>Expectation Unwrapped</u> The student will define and describe the terms class, ethnicity, race, and gender. The student will investigate various groups during the Middle Ages and identify characteristics related to the roles of class, ethnicity, race, gender, and age during this time. Using these characteristics, the student will draw conclusions about the causes and effects of the changing roles.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, tracing the evolution of: <ul style="list-style-type: none"> • Class: social structures, feudalism, “The Church” • Ethnicity and race: trade expansion increased awareness of other ethnicities • Men, women, and children: roles and status (e.g., Women’s roles in Africa before and after European colonization) • Age: As people lived longer in society, the roles changed (e.g., worked longer, multiple generations, etc.) Assessment boundary: Focus on the Middle Ages.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none"> • What were the benefits of feudalism from the perspective of the peasants? From the perspective of the lords? Cite evidence to support your response. • What benefits did feudalism provide that did not exist prior to its establishment? • What problems did feudalism resolve and what new problems did it create? • According to the passage, how did the role of The Church change after the Black Death?